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ABSTRACT

A study examined the effect of a whole-language-type program for learning sentence structure with high school students in a dropout prevention program. Subjects, 60 students in a Chicago, Illinois public school dropout prevention program, were randomly assigned to a control or experimental group and were administered a diagnostic pre- and posttest on parts of speech and sentence structure. The experimental group was taught by the whole language/TDSSP (TreneD Sentence Pattern Paradigms) method in which one subject-verb paradigm was taught for each of 6 weeks. Results indicated that the treatment made a statistical significance. A review of the literature on whole language occupies the greater part of this paper, preceding the description of the study. Two figures representing aspects of the TreneD Sentence Pattern Paradigms and one table of data are included, and 14 references are attached.) (RS)

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What is the effect of traditional language teaching method versus whole language teaching on learning sentence structure?

Dorothy S. Trenholm

During the summer of 1991 President Bush asked Congress to call for a national examination system, a parental choice program that would make federal dollars available to private schools, merit pay for teachers, and the creation of an experimental school in each of the nation's 535 congressional districts..."to reinvent public education...literally starting from the bottom up to build revolutionary new schools."

The state of Illinois has revised its educational statue, code 122, 34-2.4, 1990. mandating that each district incorporate a Local School Council with "one such duty as to implement a School Improvement Plan assuring that students achieve proficiency in reading, writing, mathematics, science, and critical thinking skills so that districts averages equal or surpass national norms" as a primary goal.

Chicago, one of Illinois' largest districts is plagued with low reading scores, truancy, and a high dropout rate, is now under state mandate to improve. Believing that reform begins at home, the Local School Councils have parental representation on each council. This gives the community direct input into the school's "whole" problem.

Current national figures show that the current system is not working for millions of Americans. "The 1988 National Assessment of Educational Progress found that 70 percent of 17-year olds could read well enough to get overall message or specific information from a text... 42 percent could read and understand complicated passages...fewer than 5 percent could comprehend the specialized material prevalent in business and higher education."

What can be done to lift the scourge that plagues the nation's intellectualism? States can mandate! The federal government can regulate! Cities can corporate! But it is the classroom teacher who must permeate!

Some innovative educators who realize that learning is acquired through meaning have started a Whole Language Movement. This theory of learning contends that a human being must have a sense of meaning to learn and is conveyed

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through whole thoughts, ideas, and pieces of work, not isolated letters and skills. Whole language teachers may draw upon a number of traditional methods, including phonics (isolated letters and skills), but they use them only in specific situations when they think a student would benefit; the methods are not the whole language teacher's central approach to teaching literacy.

Traditional language is defined by literature as lessons that stress phonics (letter,combinations of letters, sounds, and rules) tightly controlled vocabulary, and short basal reading passages, followed by numerous skills exercises, each with only one correct answer, typically delivered by the teacher to a group of students using the same textbook--Daniel Gursky (1991).

The now-traditional, "old" approach to reading instruction is based on students acquiring small, discrete skills in decoding text. It is based on teacher-directed basal and workbook exercises, and reading is treated as a separate subject with little relation to other subjects.
__School Library Media Activities Monthly.

The Whole Language theory contends the following:
___ Meaning is needed for learning.
___ Meaning is conveyed through whole thoughts, ideas, and pieces of work, not isolated letters and skills.
___ Whole language is learner-centered, and rejects the teacher-directed basal reader.
___ Learning in the classroom is a social act and children learn from and help each other.
___ The average 1st grader comes to school with an acquired vocabulary of 10,000 words with trying.
___ Curriculum and classroom activities should bee adapted to the needs and interests of the children.
___ Phonics should be used in learning to read and write when relevant.
___ That being able to recite words from a page in a basal reader has nothing to do with comprehension.
___ A whole means that from which no part is missing-Plato's Parmenides.
___ Students are encouraged to read books about their own interests, even though these books may be well beyond their reading levels.
___ Human learning begins with the learning of language: first, listening and speaking; then reading and writing-Frank Smith, Understanding Reading, 1971.

To conclude, Smith (1974) and other whole language advocates purport that children learn to read NOT from methods but from people. They apprentice themselves to people who know something that they want to learn-teachers, parents, peers, and authors.

Review of Literature

The roots or intellectual heritage of whole language can be traced back to some earlier educational theories, John Dewey and his progressive education being one. Dewey's My Pedagogic Creed, 1897, reflects the following:
Article I- What Education Is- The only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself...the child's own instincts and powers furnish the material and give the starting-point for all education.

-Article II- What the School Is
The school must represent present life-life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground... the school life should grow gradually out of the home life; that it should take up and continue the activities with which the child is already familiar in the home... much of present education fails because it neglects this fundamental principle of the school as a form of community life.

-Article III- The Subject- Matter of Education
The true center of correlation on the school subjects is not science,nor literature, nor history, nor geography, but the child's own social activities.. It is true that language is a logical instrument, but it is fundamentally and primarily a social instrument. Language is the device for communication; it is the tool through which one individual comes to share the ideas and feelings of others.

-Article IV- The Nature of Method
The question of method is ultimately reducible to the question of the order of development of the child's powers and interests... Symbols are a necessity in mental development, but they have their place as presented by themselves. They are a mass of meaningless and arbitrary ideas imposed from without... The image is the great instrument of instruction. What a child gets out of any subject presented to him is simply the images which he himself forms with regard to it.

-Article V- The School and Social Progress
All reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile... in this way the teacher always is the prophet.

Goodman (1991), who has authored many books about whole language says, "It's important to start where students are, to treat the language they have with respect... Schools have a tendency to treat difference as deficiency. Whole language treats difference as something to be expected and builds on that. That's why it works so well with Native Americans, black kids in urban and rural settings, and bilingual kids."

Harste (1991), professor of education at Indiana University, says, "Several groups, including the Bureau of Indian Affairs, are considering adopting whole language as an official language policy because it is the only approach to teaching reading and writing that does not deny children their culture."

Willinsky (1991), director of the Center for the Study of Curriculum and Instruction at the University of British Columbia, "In principle, in whole language, there's a sense that the acceptance of a child's background, culture, and language makes it more conducive for learning. But we don't have any large scale statistical evidence." (pg 27)

Daniel Gursky further maintains that "whole language advocates don't speak the language of standardized testing, which is a pillar of the traditional model of learning... instead proponents point to considerable anecdotal proof of achievement by minority students in their classrooms."

It is quite clear at this point of time in today's society that some changes must be made within the educational system to deplete voids in learning to read.

Textbook-- Selection committees are lobbying to persuade legislatures and school boards to mandate phonics as the only method of teaching reading.

In September 1989 a U.S. Senate Republican Policy Committee released a document titled "Illiteracy: An Incurable Disease or Educational Malpractice?" asking for "the restoration of the instructional practice of intense, systematic phonics in every primary school in America." This study was supported by the U.S. Department of Education.

Fundamentalist religious groups have attached themselves to the phonics movement contending that whole language promotes secular humanism, atheism, and satanism through the variety of real literature as opposed to the value-neutral basal readings.

Rudolph Flesch, in Why Johnny Can't Read, 1955, blamed the "whole word" advocates for society's low reading

achievement.

Vail (1991) published an article in the New York Branch of the Orton Dyslexia Society Newsletter, "Watch Out for the Hole in Whole Language", warning against three drawbacks to the whole language movement:

___ First: Reading is a "psycholinguistic guessing game ... that the overall idea matters... Accuracy is for the nitpickers." Priscilla purports that "Accurate word recognition and decoding develop when students know that words have sounds and structure through which they can be unlocked" and cites the following example as a reason: "The kid who skips syllables is liable to read vacation for vaccination and won't get the shot in in the arm he was expecting.

____ Second: The Exclusive Reliance on story... "Students must learn to read for content in science, history, and math... this skill doesn't develop without training."

____ Third drawback: Whole language adoption without a balanced, solid skills sequence... Balance is the key.

She further states that without a blending of methods students would "fall through the hole in whole language... Without the W there is only a hole in whole language."

Newman and Church in (1991) "19 Ways to Misread Whole Language" summarizes all of the misconceptions of this theory.

Cons	Pros
1. You don't teach phonics in whole language.	Whole language teachers teach phonics through grapho-phonemic cues but not as something separate from actual reading and writing
2. You don't teach spelling or grammar in whole language.	Learning to read and write begins with engaging reading and writing experiences that have strong personal and shared meaning rather than with instruction in isolated skills.
3. Whole language means literature-based	Teachers don't limit activities to

	curriculum.	fit into a particular theme or genre. Many plan curriculum around math, science, and social studies... and capitalize on the student's interests.
4.	Whole language is a way of teaching language arts; it doesn't apply to other subject areas.	The entire curriculum is used... students can explore with concrete materials.
5.	In a whole language classroom, you don't have to teach.	Teachers collect trade books and science, math, and social studies support materials. Students are observed. Questions are posed. Procedural suggestions are offered. Direction can be changed according to need.
6.	A whole language classroom is unstructured.	Teachers make every effort to merge student's interests with overall instructional goals, creating a flexible, yet comprehensive curriculum-the grouping of students, the allocation of time, the arrangement of furniture.
7.	There is no evaluation in whole language.	Anecdotal notes on student's progress are kept.
8.	In whole language	Standards are

	classrooms there are no standards.	intrinsic for the construction and communication of meaning. Progress is judged on students' ability to handle increasingly complex tasks.
9.	Whole language teachers deal just with process, not product.	Teachers value the process that produces projects... taking some projects through to completion helps students learn strategies for making sure their intended meaning is clear, conventions are followed, and the format is attractive and appropriate...many assignments are intended to increase fluency not perfection.
10.	Whole language philosophy applies only to teaching children in the early grades.	The principles are appropriate regardless of the learner's age.
11.	Whole language won't work for kids with special needs.	Children with difficulties benefit the most... it encourages them to take risks and experiment... Many have been exacerbated by fragmented, right-answer, skills-based instruction... creates an environment for them to see themselves as learners.

12. There is little research to support whole language.	There is research in linguistics, psycholinguistics, sociology, anthropology, philosophy, child development, curriculum, composition, literary theory, semiotics, and other fields.
13. ALL you need for whole language is a "whole language" commercial program.	The danger of adopting a commercially prepared reading program is that teachers apply sets of procedures rather than structuring appropriate experiences for their particular students.
14. Whole language is a methodology.	It is a philosophy of learning and teaching based on... teachers working to create open learning environments..using a variety of teaching strategies and materials depending on learner's needs.
15. Giving teachers a few whole language tips makes them whole language teachers.	Every teaching action, decision, and response in the classroom is based on a set of teaching assumptions of pedagogical beliefs and instructional practices.

16. You need only a few in services to change teaching practice.	Curriculum leaders need to create many kinds of learning situations so that a long-term exploration of learning and teaching.
17. Whole language simply involves change in classroom practices; it's business as usual for administrators.	It is a program of constant evolution.. administrators need to recognize that changing one's philosophical stance involves a learning process... teachers need to feel it's safe to take risks and to experiment... explore instructional alternatives.. provide support...learn what happens in a collaborative, learning-focused environment.
18. There is one right way to do whole language.	It depends on what has gone on before, on what students seem to know, on the strategies they have at their disposal... every instructional decision requires a judgment made at the moment by the teacher in the classroom.
19. Whole language is only for super teachers.	Whole language is founded on the belief that learning is collaborative and that we are implicated in each other's learning... it's a way of

> perceiving the relationship between knowledge and the knower, between compliance and responsibility, between learner and teacher, between teacher and administrator, between home and school.

On the other hand whole language advocates go far back into history to cite reasons why the traditional method is failing today's technological modern society.

Daniel Resnick of Carnegie-Mellon University points out that educational tradition was established to control literacy during the Reformation and is still intact in modern day American schools. "Catechismism-style teaching, with its authoritative texts, established questions and answers, and repetitive lessons, sought to produce believers rather than thinkers." Basal readers became the modern catechism by the 1920s, due to lack of good children literature and teacher's low education levels at that time. Standardized tests were created during this time and reinforced the use of basals.

Monson and Pahl (1991) in "Charting a New Course with Whole Language", sees the teachers still as a traditional "transmitter" of knowledge which began during the nineteenth century when "America demanded that its system of public schooling develop an efficient cost-effective way of providing large number of children with basic skills- the industrial efficiency model... schools using Ebbinghaus' (1885) "drill and practice" theory, closely resembled the culture of a factory (Callahan 1962) ... the theory enabled teachers to cover materials in the time alloted... skills in reading, writing, and arithmetic were acquired with the pragmatics of the work place in mind... assembly line workers with a quota to attain in a certain time period."

The most current research over "The Great Reading Debate" seems to be hedging in the direction toward whole language.

Fox (1991) , in Whole language and the library, reflects that "human beings need meaning to learn things. The letter A has no meaning by itself and is more difficult to learn in the abstract than recognizing it in the sentence, See you

later, Alligator." She sees the following concepts as being vital to the whole language movement:

___ Meaning is the key to understanding and remembering.
___ Children will learn to read better through exposure to the natural rhyme, rhythm and repetition of good language in poems, nursery rhymes, and "pattern" books.
___ Reading aloud to children is the best way to expose children to the sound of the written word and encourage the recognition of words as meaningful symbols.
___ The better the literature that children read, the more likely it is to be memorable and meaningful.
___ The best way to learn to read is to read.
___ Children who are exposed to print at an early age will more likely make the connection between print and meaning in a natural way than those who wait until they are five or six and are laboriously taught.

She also notes that "Public Libraries have noted an increase in circulation in their juvenile materials in places where school districts have adopted whole languages...children are requesting books by title, asking to read more of an individual author's book."

Stanek (1991), an education consultant and a young adult author, feels the holistic approach brings together the new and not so new for the learner. Holism has its roots in the Waldorf educational concept where the goal is to educate the whole child-head, heart, and hands. According to Ogletree (1974), the goal of Waldorf education is to help all children reach their fullest potential by drawing out and developing their inherent talents and capacities...this is accomplished by matching the teaching methods to the needs of the children " (p. 414). Stanek (1991) states that "kids are eager to express their ideas and make sense of their own world... the holistic approach simply gives them license to continue...using trade books rather than textbooks, teaching reading and writing in tandem, studying themes that cross the curriculum, relating students' personal experience to what they read and write, works for kids of all ages. Stanek (1991) further says integration is the key and should combine three steps to get one unit.

___ Integrating the language arts
(teaching listening, speaking, writing, and reading skills)

___ Integrating the disciplines
(take writing across the curriculum, connecting, when appropriate, what we know or want to know about history, science, math, music, art, to the study of literature.)

___ Integrating the child's experience and the curriculum means
(teachers will keep in mind that what children bring to the story is as important as what is there.)

Much has been written and debated as to which teaching approach should exist in classroom, but six innovative educators are showing just how successful the learning process can be by using the whole language approach.

According to Ladestro, in Teacher Magazine, (1991) "Toby Kahn Curry and three other Detroit area teachers wrote a proposal for what they called their WholeL Language Dream School. They presented their plan to the parents and teachers of students at a Detroit public school slated for closing. The teachers and parents formed a coalition and lobbied the school board to keep the school open--- and to turn it into a whole language school. The result: The Dewey Center for Urban Education, a pre-kindergarten through 8th grade alternative public school in inner-city Detroit" (p.42).

Characteristics of school:

___ Funded with two state restructuring grants
___ six whole language teachers hired
___ goal was to pursue interdisciplinary studies and in-depth projects.
___ The Dewey Center welcomes any student in Detroit.
___ The environment has doubled since opening three years ago.
___ The student body is made up of Black students--some high achievers, while others are labeled "At Risk".

Approach:

___ Students embark on a two-month research project,linked to the mandated curriculum.
___ Curry and her students brainstorm to select an appropriate topic.
___ Teacher and students formulate questions about their topics and discuss research methods.
___ Information is kept in a log book, which Curry reviews periodically.
___ Completed research is shared with classmates.
___ "Some make books, audio tapes, posters, or time lines, all must make an oral presentation."
___ After each oral presentation, Curry and each class member write the student an evaluation letter. The student in turn writes a self evaluation of his/her efforts.

Example of Projects:

___ One boy who researched Southeast Asia made a cardboard

Buddhist temple.

___ Another boy wrote a play about slavery and had it performed by the 5th graders.

Results:

___ Students participated in standardized testing which reflected that each student improved--some more than others.

___ One girl jumped six grade levels in reading in a single year.

___ Teacher evaluated the project--no standard bell curved was used.

___ Curry says, "I evaluate the students on where they were when I met them and where they are now... I don't compare them to one another... I don't need to look at the scores to see how my students are doing. I look at their own writing every day."

There is no definite litigation or mandates on which method of teaching should be use in the classroom, fortunately. However recent publications and research certainly reflect facts that deficiencies can be and must start where the deficiencies exist at the given time. Low reading levels must be dealth with at the point of where the learner s at a given time and move from there forward. The historical theories all indicate that the child's social situation must play a vital part on his educational endeavors as a whole. The whole language approach allows for these types of stimuli. The following comparative research studies will show what is current on this topic.

Stice and Bertrand (1989) argue that "the two traditional approaches to literacy instruction (phonics/skills or the traditional/basal) approach and the decoding, sub-skills (behavioral/mastery learning) approach have not proved successful in the case of poor minority children." In this study, they examined the effectiveness of whole language instruction for this population. Defining whole language as "a model for literacy instruction which emphasizes a collaborative learning environment for children and focuses on using language as a tool for learning." They identified 50 "at-risk" children, "averaging five each in five whole language classrooms, grades one and two, and their matches from traditional/skills classrooms." The students were determined to be "at-risk" if they were "eligible for the schools' free lunch program...and met three of these four conditions: (a) low achievement as determined by below the mean scores on reading comprehension or total reading sections of the locally administered standardized reading tests, (b) considered at risk of school failure by the classroom teacher, (c) a member of non-intact nuclear family or (d) living n publicly subsidized housing." They were matched on age, race, sex, and stanine scores on the Stanford Reading Achievement Test.

Reading and writing products were gathered over a two-year period. In addition, Goodman, Watson, and Burke's (1987) Reading Miscue Inventory was used to analyze oral readings audiotaped twice yearly for each child, Clay's Concepts About Print (1979) survey was administered in the fall and spring of each year, and students were interviewed about their reading and writing.

Results from the SRAT suggest that "the at-risk children in the emerging whole language classrooms performed as well or better than their matches in the traditional classrooms." On the writing tasks, "the children in the whole language classrooms did as well on traditional spellings as their matches and used more invented spellings." There were no differences on qualitative measures such as number of words, number of T-units and number of sentences. Their finding indicated that "the oral reading miscues and retelling scores for the two types of classrooms is that the retelling scores for the whole language classrooms are consistently and in many instances higher than for the traditional skills classrooms. Whole language children retold longer, more complete versions of their stories." The children in the whole language classroom initially scored lower on Clay's CAP test, but scored significantly higher on the post test. Analyzing interview data, Stice and Bertrand conclude that "children in whole language classrooms had a greater awareness of alternative strategies for dealing with problems...appeared to feel better about themselves as readers and writers, focused more on meaning and the communicative nature of language...and, fourth, whole language children appeared to be developing greater independence in both reading and writing. Traditional children seemed to be more dependent on the teacher if their initial strategy fails."

In a two-year pilot comparative study, Stice and Bertrand (1990) examined the effectiveness of whole language on the literacy development of selected at-risk children, comparing the performances of nearly 100 first and second graders in whole language and traditional classrooms. Findings showed that children from the whole language classrooms performed as well as their counterparts from traditional classes on standardized achievement tests in reading. Informal, qualitative measures of literacy development indicated that, compared to children in traditional classrooms, children from the whole language classrooms: (1) read for meaning better, corrected more of their mistakes, and retold more fully the stories they read; (2) write so much that they did as well or better than their traditional counterparts on spelling, with little or no direct instruction in spelling; (3) appeared more confident in their reading; and (4)

appeared to process a wider variety of strategies related to reading. The study concluded that children in the whole language classrooms appeared to feel better about themselves as readers, writers, and learners; seemed to know more about the reading process, and appeared to learn the mechanics of reading and writing as well as or better than their traditional counterparts without high levels of direct skills and drill instruction; and appeared to be on their way to becoming more independent learners than the children in the traditional program. Thus, the study concluded that whole language (in the hands of trained and committed teachers) appears to be a viable alternative to traditional instruction for young children at risk.

Manning (1989) in a study compared the effects of whole language practices with the effects of a skills-oriented program on the reading achievement of a group of children from an inner-city, low socioeconomic school from the time they entered kindergarten to the end of second grade. Subjects were 22 children, all of a minority race, randomly placed in one of the two groups. Assessments were made at the end of each school year of children's ideas about reading, their reading behaviors, and their reading achievements. Results showed that by the end of second grade, children in the whole language groups were better readers than those in the skills-oriented groups in all areas.

Phillips (1990) investigated the effectiveness of a program to improve reading/vocabulary skills of an ability-grouped fifth grade class of "low achievers" (N=15) through the implementation of a literature-based whole language approach. Students were read aloud to from quality children's literature. From these books, spelling and vocabulary lists were developed and administered 30 minutes a day, 4 days a week during the scheduled classroom reading period. By means of a thematic web, additional skills and subject matter were interwoven so as to provide students with a less fragmented curriculum. The Iowa Tests of Basic Skills were administered in the spring prior to the program and again in the spring of the following year. Results indicated gains of: (1) one year and four months in vocabulary; (2) one year and five months in reading; and (3) seven months in spelling. While the positive statistical findings related to the project were encouraging, the classroom teacher was much more excited by the day-to-day response from the students. For the first time, this group of "low achievers" became aware of the function of print, the nature of written language, and the structure of narrative text. They began to value books, independently selected books appropriate for their reading level, and were eager to share books with each other and the teacher.

Roskos (1990) in a study examined differences between a

perspective individualized approach to literacy instruction in adult basic education (ABE) settings. Six ABE classrooms participated in the study with four continuing traditional literacy instruction and two providing whole language-oriented literacy instruction. Average attendance per session was twelve adults. The classroom served as the unit of analysis, with a total of 60 hours of observation conducted by a trained observer over the 6-month implementation phase of the year-long project.

Roskos (1990) states that the overarching intent of the project was to explore the implementation of whole language teaching practices in two Adult Basic Education classrooms and to compare these to more traditional instructional practices in other ABC sites. The project aimed to (a) describe the ecological characteristics of two approaches to literary instruction in an Adult Basic Education (ABE) program-prescriptive individualized and whole language. (b) explore the nature of whole language as a literary instruction approach in ABE, and (c) develop a whole language staff development program for ABE teachers.

The findings suggest that whole language oriented instruction is more supportive of higher order thinking with print, and a more compelling form of literacy acquistion for adult learners.

Literature on the effect of traditional language teaching versus whole language on learning sentence structure is nil. Most of the studies cited have been conducted in pre-school, kindergarten, and elementary environments. While there are a few studies of classrooms at other levels, we need more information about higher elementary, secondary, and special education whole language settings. Much of the research has also been broad in scope (year-long qualitative studies) and focused on one or two particular aspects of the curriculum. However, the available literature that was reviewed indicates that the comparative studies show how experiences in whole language classrooms compare with those in more traditional classrooms and how they can be analogous to any given learning situation. Familiarity with the whole language approach provides the adequate stimuli and effective milieu that is needed to focus on the task to be accomplished, thereby increasing awareness and understanding of essential sentence parts as a whole concept-noun word, noun phrase, and noun clause simultaneously. The available literature does serve as a foundation on which to build.

Questions of the Study

1. What is the effect of the whole language/TDSPP on learning sentence structure with high school students in the Dropout Prevention Program?

2. What is the effect of gender on learning sentence structure of the experimental and control group?

3. What is the effect of grade level on learning sentence structure of the experimental and control groups?

4. What is the effect of the whole language/TDSPP on the pre-post test score gains on learning sentence structure?

Procedure

Population:
The population in this study will include 60 students with English as the content area in a Chicago public school Dropout Prevention Program. These students range in the age from 16 years to 21 years of age. Three grades of English are taught--freshmen, juniors, and seniors. Students with any type of problem, social, or mental are mainstreamed. The requirement is to be classified as "at-risk".

Method of Data Collection:
The experimental and control groups were randomly assigned to their respective treatment conditions. Both groups were administered an English Diagnostic Test on parts of speech and sentence structure before the treatment as a pretest. The experimental group was taught by the whole language/TDSSP method. Every attempt was made to minimize the influence of extraneous variables. The treatment consists of the TreneD Sentence Pattern Paradigms. Each S-V paradigm has six characteristics. (Figure A) One pattern was given per week. A weekly project was required to reinforce the memorization of each set of characteristics. The project consisted of writing a poem/rap using all of the characteristics for each paradigm. At the end of each week, TDSPP (Fig.3) was given and evaluated. Weekly exercises on sentence analyzation was given also to reinforce the learning of each paradigm. Both groups were given the Diagnostic English Test at the end of the duration of the six week study. The pretest-posttest control group design was used.

The finding will be tabulated in terms of means and standard deviations. The *t* test will be employed at the .05 level of confidence to determine if there is any statistically significant difference between the mean scores.

Figure A.
TreneD Sentence Pattern Paradigms:

S-V-PA (Subject-verb-predicate adjective)

part of speech - adjective only
verb - linking only
position - after the linking verb
question word - what?
example - Snoopy is shaggy.
function - describes the subject

S-V

part of speech - noun, pronoun(subject) or noun equals
verb - action or linking
question word - what? or who?
function - performs the subject.
examples - (a)noun word -A meal was what she needed.
(b)gerund noun-Eating was what she needed.
(c)infinitive -To eat was what she needed.
(d)noun clause-That she needed to eat was the fact.
position - before the verb

S-V- O- C (subject-verb-direct object-complement)

part of speech -noun or adjective
verb -action only
question word -what?
function -completes the meaning for the direct object
position -after the direct object
examples -Snoopy named Garfield captain.(noun)
Snoopy licked his bowl clean. (adj)

S-V-O (Subject-verb-direct object)

part of speech -noun, pronoun(object), noun equals
verb -action only
question word -whom? or what?
function -receives the action from the subject
position -after the action verb
examples -She needed a meal.-noun word
She enjoyed eating-noun gerund
She needed to eat -noun infinitive
She said that she needs a good meal.-noun clause

S-V-I-O Subject-verb-indirect object-direct object)

part of speech -noun, object pronoun
question word -to/for whom?; to/for what?
verb -action
function -receives the action from the direct object.
position -between the verb and direct object
example -Snoopy kcked Garfield the football.
-Snoopy kicked him the football.

S-V- PN (Subject-verb-predicate noun)

part of speech -noun, pronoun(subject), noun equals*
verb -linking only
question words -who? or what?
function -renames the subject
position -after the linking verb
examples -Snoopy is a dog. noun word
The fun was swimming. noun gerund
The fun was to swim. noun infinitive
The truth was what she said. noun clause
*noun equals =gerunds, infinitives, and noun clauses

Figure B.

TreneD Sentence-Pattern Paradigms

S-V-PA		S-V-PN
1.	part of speech	1.
2.	verb type	2.
3	question word(s)	3.
4.	function	4.
5.	position	5.
6.	examples	6.

S-V-I-O		S-V-O-C
1.	part of speech	1.
2.	verb	2.
3.	question word(s)	3.
4.	function	4.
5.	position	5.
6.	examples	6.

S-V-O		S-V
1.	part of speech	1.
2.	verb	2.
3.	question word(s)	3.
4.	function	4.
5.	position	5.
6.	examples	6.

Findings of the Study

The samples for the study included high school Dropout Prevention Program. From these students, three groups were randomly selected. Subjects in one group were given the TDSSP method on learning sentence patterns while subjects in the other group were not given the methods. Results from an English diagnostic test were used as a pretest and posttest. A t test ($p < .05$) for independent samples was done on these four sets of scores to determine if there was a statistically significant change in sentence structure achievement after exposure to the TreneD Sentence Pattern Paradigms method. Table 1 summarizes the statistical analyses.

Table 1

Means, Standard Deviations, and t Tests for the Experimental Group and control Group for Sentence Structure Scores

(3) Classes
N=60

Test	Experimental	Control	
	TDSSP	non-TDSSP	
Pretest			
M	2.10	2	2.8*
SD	2.43	2.23	
Posttest			
M	2.78	2.10	3.3*
SD	2.76	2.00	

DF= 58 $p > .05$ *significant at the .05 level

The t score of the pretest for E-group and C-group was 2,8; the t score of the posttest for the E-group and C-group was 3.3. The t score is greater than the table probabilities at .05. Only by chance this 3.3 could have occurred 5% of the time; 95% of the time it was influenced by the independent variable. The treatment made a statistical significance. Overall, the data leads to the acceptance of the research hypotheses.

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